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THE INSTRUCTOR,

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PRUSSIA has long had a national system of education, which makes it compulsory on all children to attend school from the age of seven, and remain till they are fourteen, under heavy penalties. Such a system, though it is true, compels every child to be a scholar, still, it has not tended to educate the Prussian mind in a manner, commensurate with the means employed,—and may be set down as an educational military despotism.

The people under despotic governments never have in any age of the world arrived at a very high state of refinement; and it is equally true of education,—whenever it has been forced upon the people, it has not tended to draw out the mind of the mass of society, and lead the people to realize the importance and beauty of useful knowledge. It is not by coercion that the great improvements and discoveries, which have from time to time been made in the arts and sciences, and the thousands of other objects, have been produced. No, they were the spontaneous produc-

tions of the master spirits of the world, impelled and stimulated onwards by other and more noble means, and for higher ends, than to subserve the interests of despotisms.

FRANCE, previous to 1791, was without any system of public instruction. The little intellectual light that existed in the nation was destroyed by the revolution of 1789. So that the thirty millions of people were without any schools, or school system. In 1828 there were fifteen millions of the people of this nation that could neither read nor write. But recently some of the provisions of the Prussian system of education have been introduced into France, but on a modified basis, and a great change has taken place in the educational state of the nation—the great majority can now read and write, and the higher institutions of learning, intellectually considered, are in a very efficient state, and France continues to send forth men highly educated in all the modern departments of knowledge.

SPAIN AND PORTUGAL, at the be-

gining of the present century were still worse than that of France; and even at this day, when other countries are making such rapid marches in the scale of educational advancement, these two nations are still clinging to their former defective systems, or rather no systems; consequently, there is a large portion of their population living entirely ignorant of the first rudiments of education.

RUSSIA.—This vast and populous empire previous to 1830, had no system of public instruction; and with the exception of here and there one who had been sent to college, the sixty millions of inhabitants that composed this mighty nation, were without elementary instruction; and also without an efficient college.

Neither is this state of things much improved; From a work entitled, "Russia as it is," by Count DeGurowski, in 1854, speaking of the peasantry of Russia, a class rather above the serfs or slaves, he says, "All openings for education are absolutely shut before them. All that they can learn is to read and write wretchedly. If there are exceptions they are very rare, and, so to speak, rather the work of a miracle. And of the serfs, by far the most numerous class, he says: "if a serf can read and write, it is rather the result of an accident, and not a common occurrence among the millions of serfs."

What a state to be in, by one of the five great powers, who is aiming to control the destinies of the other nations of the earth; and when the intellectual state of this nation is such, what must its moral condition be?

CHINA, with a population of upwards of 300,000,000 and a language containing over 40,000 characters, is said to have had a national system of education for many centuries. But as much connected with the history of that vast and populous empire of heathens, is involved in obscurity, we are at a loss to fix either the time when her educational system was

brought into operation, or the extent to which the education of China, which is peculiar to itself, is spread among the mass of the people.

It is said that the picture system, or system adopted by many countries, in the infancy of alphabetical writing, of representing ideas by signs, was abandoned by the Chinese many centuries ago; and the present system of alphabetical writing substituted, and a liberal system of education, providing the means of acquiring a knowledge of how to read and write, for the mass of the people. However, from all we can learn, from the scanty materials before us, it would appear, that although schools are scattered over the country, the people are really ignorant of everything connected with an enlightened education. Five or six years of the pupils time is spent in committing the five canonical books of confusives to memory; and every Mandarin, or chief magistrate of a district, is required to be able to repeat all the laws, rules, and maxims, by which the nation has been regulated from time immemorial; and six years more is devoted to the study of composition. It is said of the Chinese generally, that they can read and write, and so are able to transact the ordinary business of life. But there are few, if any, scholars among them. The whole system and its teachings, only tend to make the people greater heathens. However, that country, like others of its stamp, will ere long, no doubt, be revolutionized, and the prevailing moral and intellectual darkness, give place to light and knowledge.

From the examples adduced, of the state of education, it is obvious that mankind throughout the world, were, with few exceptions, previous to the seventeenth century, ignorant of what is now considered the most simple elements of education;—and it is only now, in the middle of the nineteenth century, that mind and matter begin to conform to each other,—it is only

now that the elements of nature are made subservient to the communication of human thought from one hemisphere to another; it is only now that man is obtaining a mastery over the diversified elements of our planet, the diversity of sciences, the diversity of tastes and talents of men, and drawing therefrom increased interest and delight; and it is only now that education & the acquisition of knowledge is beginning to be considered the birthright of every member of the human family. We say in the middle of the nineteenth century,—but to be more precise, for every year tells a tale of progress; hence, it is in 1850, that many of the countries of the world are emerging out of that state of intellectual stupor, in which they have so long, and tenaciously remained.

But while all Europe, Asia, and Africa, were held in bonds of ignorance, the New World was discovered, to which the Old World turned its attention. Colonies were planted under the direction of Great Britain; and a system of education was laid in the New England States, in the year 1647, when the inhabitants only numbered 21,000 souls, such as astonished the greatest educationists of Europe.

The system established—imposed a tax on all, for the education of all—appropriated large tracts of land in aid of the funds,—hence, education was made free to all, rich, and poor.

It is through the means of this admirable system of Education, that the United States of America is able, under her republican institutions, to govern her 26,000,000 of inhabitants. Under this system, one fourth of the population in several of the states, are receiving the blessings of a sound education; and it is under a similar system in Upper Canada, that the same results are produced; while, in other sections of America, for example, the British Provinces of Lower Canada, Nova Scotia, New Brunswick, and Newfoundland, where different

educational systems prevail, hardly one ninth of the population attend school.

Among the republics of South America, education is in a deplorable state. In consequence of the distracted state of the country—foreign and internal wars, and the true state of public morals, the people have not yet begun to turn their attention to the cultivation of the mind, or the developement of the vast and valuable resources which everywhere abound.

The Aboriginal inhabitants of America, the numerous Indian tribes were, when discovered, and still so, with few exceptions, entirely ignorant of books or book-learning; though many of them were great orators; oral language had been cultivated to such an extent, that it is alleged, that the speeches of many of their Chiefs far surpassed in real oratory, that of many of the public speakers in Europe. And still, the Indians were barbarous.

It is impossible to say what the population of the world was one hundred years ago,—it probably did not exceed five hundred millions; it is very doubtful whether twenty-five millions of this vast population could read, and as for writing, few comparatively knew anything about it.

But a mighty change has since passed over many countries; in addition to the vast number of elementary schools that dot the world, Normal and Training Colleges have been established, where persons are qualified to take charge of the common schools. Every country, aiming at the spread of useful instruction, and the best means of communicating knowledge, has now got its Normal Schools.

Normal Schools originated in Germany about the beginning of the last century, and now there are nearly five hundred of these institutions interspersed throughout the different countries of the world; besides thousands of Universities, Academies, etc., of a higher order.

Such is the progress of education, that even the once penal colony of Australia, has now established an excellent educational system, and also a Normal School, which was attended at last report by 714 students.

The expenditures of the different countries of the world, for educational purposes, are very great. England alone, expends annually, nearly £600,000 for elementary instruction, exclusive of the large appropriations in aid of other institutions of learning,—besides large amounts derived from private and other sources. The expenditures for the same object in France, Prussia, Germany, United States, and some other countries, are equally great.

The population of the world at the present time is variously estimated; but suppose it to be 1,200,000,000 which is probably near the amount,—there cannot be more than one hundred and twenty millions who are able to read and write, exclusive of China, the education of which, is of the lowest and most superstitious order.

Of the population of the world, as given above, we will be safe in estimating the number of the human family, who are entirely destitute of elementary instruction of any kind, at seven hundred millions; and of the five hundred millions who may know how to read, two hundred and ninety millions of them are not receiving an enlightened education. Such an education as will “make the heart glad,” and enable them to develop the latent resources, both of the mind and matter, which those countries contain.

LIBRARIES, BOOKS, ETC.—In the middle of the seventeenth century, says Macaulay, “No circulating library, no book society then existed even in the capital” London, “and as to the lady of the manor and her daughters, their literary stores generally consisted of a prayer-book and a receipt book.” And other countries were still worse than London, in this

respect. The following statistics from Elihu Burritt’s “Year Book of the Nations”—1848, will afford but a faint idea of the number of libraries and books extant in the world of letters at the present day:—France had 186 libraries, containing 4 700,000 volumes; Prussia 53 libraries, 2,050,000 volumes; Austria 49 libraries, 2,450,000 volumes; England 34 libraries, 1,840,000 volumes; Bavaria 18 libraries, 1,300,000 volumes; United States in 118 colleges, 965,000 volumes; these were scattered over the different countries of Europe and America in all four hundred and ninety nine libraries, containing thirty millions of volumes. These are exclusive of the thousands of small libraries in the possession of Clergymen, Professional men, school libraries, circulating libraries, and private individuals; besides the increase since 1848, the date of our statistics, must be immense, in consequence of the cheapness and dispatch with which printing is done, and the speedy and safe modes of transit, all tending to multiply books and bring them within the reach of the poorest families in the world.

NEWSPAPERS, ETC.—The number of daily and weekly newspapers, and ‘monthlies’ in circulation is almost incredible; the weight per week of reading matter of this description, might be easier counted by the ton than by the number; and they are circulated throughout the world with unprecedented dispatch; while a post boy’s waggon would have held all that was published in Europe in a week in the middle of the eighteenth century,—when the stage-coach running between Edinburgh and Glasgow took six days to perform the journey—distance forty-four miles; and when in 1763 there was but a monthly stage-coach between London and Edinburgh which took a fortnight to perform the journey.

The power and controul wielded by the press of the present day over the

actions of mankind, is very remarkable. In all free countries, like Great Britain and North America, where the press is not under despotic controul, it is a mighty engine either for good or for evil;—if the government of the country does not give public satisfaction, the press will envy it, so to speak, out of being, and another into its place; and not only so, but leads the public voice to believe it is right in so doing.

And it is more to the free, moral and intellectual press of these countries that we look for a change in the systems and movements of other countries, and the elevation of their inhabitants, from moral, social and intellectual slavery,—than to all the standing armies and navies of the world.

And the interchange of mind with mind, not only of the same community but of far and distant lands, and the rapidity with which that interchange is effected—by the agency of steam, employed both on sea and land, carrying, besides tons of printed matter, millions of letters per week, to distant countries; and that distance annihilator, electricity, is the agent of the greatest of all the wonders of the age,—the instantaneous communication of thought.

This is not only an age of great research into the hidden revelations, so to speak, of things revealed in the world of matter and mind, but it is an age of great DISPLAY contrasted with the ages that have happily passed away, and are only brought before us as a dream of the world.

Enter a museum, of which there are hundreds scattered over the face of civilization, and there you behold a display of natural curiosities, such as would drive the peasantry of the middle ages, yes, even the divines of those ages, could they arise and see, to almost doubt their former existence. And to understand the nature of these curiosities, and their uses and places in the scale of creation, is

not the work of years, but a lecturer, of which there are thousands, would, in half a dozen winter evenings, lead the most unlettered in his audience to comprehend his subject. And so of every other department of human enquiry, display—panorama, under the direction of a competent lecturer, is a school of no mean importance, into which the mass of most every village may now enter, and there understand the realities that everywhere pervade the universe.

Such being the means of acquiring knowledge at the present time, it is not necessary that the great mass of readers of the present day should be able to trace the intricacy of the nicer rudiments of astronomy, or understand all the complex problems connected with metaphysical science, to be able to breathe the full inspiration of their greatness. And though there be no royal road to knowledge, still, there is a road, the paths of which are strewn with pleasures and infinite beauties, by which the most unlettered may be led to view the best and noblest of those wonders which the sciences has unfolded. There is a great difference between the display of truth and the demonstration of it. The mass of society may be fit subjects of the one while not at all for the other. In former ages, the demonstration of abstruse problems was the work of the schools, where most everything intellectual was confined, without attempting to display or unfold either pure or abstract science to the great body of society. But a happy change has since passed over the face of the moral and intellectual horizon,—the people, it is true, are not all readers of Newton's Principia; but they can, and are to a great extent, made to understand many of the great principles that operate in the construction and machinery and workings of mind and matter,—and of the mind and majesty of HIM who is the author of all things.

Man, from childhood, deserves an

order of developement according to the order of his wants. Beginning in childish curiosity, it passes through all the intellectual stages of human enquiry to a more profound philosophy and if stopped by any objects short of ultimate facts, it feels as if it had a right to know them and evinces increased restlessness and resentment at every opposing obstacle, till its desires are gratified. Everything in the world, both as to kind and number of objects, was arranged, and awaited the arrival of man, and our constitution was configured to it. The means of knowledge open to the full exercise of the five avenues of sensation, are inexhaustable; the horizon of external nature was indefinitely extended and enriched with all the verdure of heaven, calculated to lead the mind from nature up to nature's God.

The power of speech, the organs of utterance and hearing in man, are beautifully adapted to the ærial medium by which sounds are conveyed. The faculty of communication by words, with all the flexibility of language, by which the countless benefits of human intercourse are secured, and the stores of knowledge extant, turned into a common property and conveyed throughout the world, as on winged messengers from one intellect to another, for the general good of our race, may well be ranked among

the highest objects of our ambition.

In concluding our necessarily brief review of the literature of the world during its history, but more especially during the dawn of letters, in the fifteenth century, we are taught at least one important lesson, SELF RELIANCE.

We are inclined to forget or not to study the difficulties with which our forefathers were surrounded. In the midst of gross darkness the absence of libraries and means of information, the risings and fallings of empires, they laid the foundations of our present prosperity; their studies were, in a great measure, the principle source of our boasted advances; they learned, taught and believed as much for us as for themselves; they dispersed the clouds of ignorance that would still hang heavily on our moral and intellectual horizon; they fought for freedom of opinion, the birth-right of our race, and with it came in the train, an aristocratic literature, of which we are the honoured guardians and promoters.

The lamp of general knowledge is burning brightly before us,—let us not forget that we are learning, teaching and believing as much for the next generation as for ourselves; and that our duty is to foster truth, extend its boundaries, and transmit to posterity a literature worthy of moral and intellectual man.

Encouragement to Teachers.

Practice, it is said, makes perfect; hence, few, it will be admitted, understand the art of teaching equal to those who have spent a long portion of their time as practical teachers; practice and theory are inseparably connected; it requires in the administration of the educational laws of the country thorough practical men to keep the whole machinery rightly in motion: it is so of every other pursuit also; every department of human enquiry requires men to superintend it who understand its operations. No

government thinks for a moment of appointing to any of the law offices, men who are not versed in the theory and practice of jurisprudence.

We think the same doctrine should also hold good with regard to the educational department;—men should be appointed to these offices who are of business habits and understand as well *how*, as *what* to teach. There are scores of men scattered over the Lower Provinces who have spent much time in the school room, and are able to fill, in point of education

and business habits, any of the offices connected with the educational departments of the country; and indeed many of the other offices might be honourably filled by men belonging to the educational ranks. We think the rights of teachers have been overlooked in this respect as well as in many other respects; when vacancies occur, even in the educational department, they are generally filled by some place-seekers who have rendered the party in power some assistance at elections. It is high time such miserable prettexts for appointing men to office, and especially to fill offices connected with the educational department of the provinces, should be abandoned, and to use a hackneyed expression, "the right men put in the right places." The number of teachers it is true is great compared with the number of officers required. Still, if all the offices connected with the educational departments of the country were filled by men belonging to the teachers' profession; and a few selected to fill some of the other offices of emolument and trust, an additional stimulus would be imparted to education, and teachers would at once see that their position in society was respected; besides it would lead to a much greater development of mind, and ultimately add to the material interests of the country.

Persons have been appointed, in many instances, to offices connected with the educational departments, that had, before assuming the active duties of their offices, to school themselves into its requirements; and after all they knew as much about the real duties of teachers, and the proper administration of the educational enactments, as they did about the attributes of Jupiter.

And to make the matter still worse, a change of government frequently produces a change in the principal officers connected with the educational departments, and of course the repeal of the old law and the enactment of a new one. Such was the case in New Brunswick at the introduction of the present law; the former superintendent and inspectors, one of the latter for each county, were swept from their places, and the province divided into four districts and one inspector appointed for each, so that through the continual change of systems and officers, and the want of encouragement to teachers, the interests of education have seriously suffered.

However, we think we see the dawn of improvement; the recent appointments in New Brunswick, one to the Superintendency of Education, the other to the Inspectorship, bears the characteristics of justice to the teachers, and progress. Whether these appointments have been made through proper motives or not we cannot say, but one thing we do say,—they are very judicious appointments, and it is carrying out the principles we have long ago advocated.

And as a further stimulus we hope that teachers in future will be placed where they will be most useful. It is of little use to classify teachers and still allow first class teachers to fill the place of third, and *vice versa*.

We hope in future that all appointments to offices connected with the educational departments at least, will be made with a view to the elevation of teachers of elementary and other schools, and that each teacher may be placed where his usefulness will be most required, and where his attainments will be called into requisition, and his mind more fully expanded.

The Teacher's Vocation.

If the grandeur of the world consists in its moral and intellectual refinement, and the duties of teachers are closely identified with those of

parents, and if on the two rests the *modus operandi* and responsibility of fitting the youth of the world to ascend the world's stage and transact

its business, then, it must be obvious that the teachers' vocation is one of no ordinary nature. The teacher shares largely with the parent in the progress of the past and present, and the prospects of the future of society; each claims to have done some good, and each looks forward to future good arising out of past efforts.

It is said that, when "Jupiter offered the prize of immortality to him who was most useful to mankind, the court of Olympus was crowded with competitors. The mariner boasted of his patriotism, but Jupiter thundered; the rich man boasted of his munificence, and Jupiter showed him a widow's wite; the pontiff held up the keys of heaven, and Jupiter pushed the doors wide open; the painter boasted of his power to give life to inanimate canvas, and Jupiter breathed aloud in derision; the orator boasted of his power to sway a nation with his voice, and Jupiter marshalled the obedient hosts of heaven with a nod; the poet of his power to move even the gods by praise, Jupiter blushed; the musician claimed to practice the only human science that had been transported to heaven, Jupiter hesitated; when, seeing a venerable man looking with interest upon the group of competitors, but presenting no claim,— "What art thou?" said the benignant monarch. "Only a spectator," said the grey-headed sage; "all these were once my pupils," "Crown him! CROWN HIM!" said Jupiter; "crown the faithful TEACHER with immortality and make room for him at my right hand."

"The great object and aim of education," says one, "is to give children resources that will endure as long as life endures; habits that time will ameliorate, not destroy; occupations that will render sickness tolerable, solitude pleasant, age venerable, life more dignified and useful, and death less terrible."

How often is it said, that farmer so-and-so has been a very industrious

man, he has accumulated much property, has "brought up" a large family, and given each of his sons a farm, and each daughter a number of cows, sheep, etc.; but not a word is said about their education;—in a word, the minds of this exemplary family may be but little elevated above the cattle and sheep with which their farms are stocked. Still, farmer "so-and-so" is a wonderful good kind of man, and much respected.

How often praise is thus bestowed, while not a word is said in commendation of those who have been, so to speak, the guardians of mind.

To mold and instruct aright the tender and impressible mind of childhood, is of infinitely more importance than houses and lands, valuable though they be. The mind has got to be enlightened and stored with useful knowledge; the moral character requires to be purified and enlightened, so that it may withstand error and the assaults of vice.

The duty of the teacher is, to take the child in all his weakness, ignorance, and dependence, exposed to vice on all sides, and lead him through the mutations of early life, and finally place him upon the arena of active existence, to take his part in the battle of life. And when thus taught, and the mind richly stored with the treasures of knowledge, he goes on to play his part upon the stage of society; and if he plays aright, as he grows in years he will grow in knowledge, and will become more and more ripe for a more lofty existence when the last sand in his glass of time shall have run.

The vocation of teaching is one of greatness, and the successful teacher deserves to be crowned with all the honors in the world's power to confer.

The world with all its inherent grandeur is mere nothing compared to mind; and mind without cultivation only tends to destroy and blight the world; so that there is a mighty responsibility devolved upon the in-

structors of the future occupants ciate the services of the teachers of the world. Let us then appre- youth.

Education in the State of Massachusetts.

From the Report of the Board of Education for 1858, being the twenty-second annual report under the present law, we gather the following summary:—

The amount drawn in 1858 from the State fund		\$1,522,898.
Amount raised by tax		1,341,252.
	Total amount	\$2,864,150.
Wages of Male Teachers per month	\$50	
“ Female do. do.	19½	
Amount of voluntary contributions for common schools		\$35,324.
Amount expended in the purchase of dictionaries for com. schools		\$600.
Number of Public Schools		4,421.
Number of Scholars, (summer)		199,792.
“ “ (winter)		218,198.
Average attendance in summer		154,642.
“ “ winter		175,526.

Number of children in the State between the ages of 5 and 15 years 223,304.

Amount raised by tax per scholar between the ages of five and fifteen years is six dollars. Increase in school attendance of children from five to fifteen years of age in 1858 over 1857 is 1,856.—“ while the mean average attendance for the year in the public schools has increased 10,607,—a very gratifying result.” The State is divided educationally into three hundred and thirty two towns.

Each town is required by law to raise ONE DOLLAR AND A HALF per child, between five and fifteen, as a condition of receiving a share of the income of the State School Fund.

Number of incorporated Academies	70	
Average number of scholars	4,338	
Amount paid for tuition		\$84,401.
Number of private Schools and Academies	672	
Estimated average of students	18,044	
Estimated amt. paid for tuition in private schools and Academies		\$374,119.

The law of the State provides for Teachers' Institutes;—the session of each institute continues for five days.

The amount appropriated by the Legislature in 1858 to defray the expenses of these gatherings of teachers is \$4,250.

“ While we witness,” says the report, “improvements in the system of common school education, the question will arise, to what extent is education to be provided for the rising generation. On the proper moral, mental and physical culture of the future citizens hangs the fate of all that will render the state prosperous and happy. It is true that men are capable of self-government, that in our country the sovereignty is in the people, it is clear that the smallest amount of education should never be less than to qualify each citizen for the social and civil duties which he will be called upon to discharge as one of the sovereign people of this republic. In our system of education the moral element is too often neglected. If there was a more rigid obser-

vance of the requisitions of the law by all teachers of the public schools in the State in communicating moral instruction to all the pupils committed to their care, we should have less occasion for reform schools, prisons and penitentiaries. Our system of education knows no distinction in social condition; it seeks all the youth between five and fifteen years, rich or poor, high or low, native or foreign, and seeks to give them that mental, moral and physical culture which will qualify them to discharge the social and civil duties of citizens."

The reader, on perusal of this report cannot fail to observe one prominent feature pervading the whole report,—namely: the great importance attached to SPELLING and READING.

In teaching spelling, the report recommends WRITTEN in preference to ORAL spelling. And with reference to reading, the Inspector for the district of Warran says,—“ We have but few good readers in our schools. Only a limited few read understandingly. * * Those who cannot read understandingly will not as a general thing, study profitably, think correctly, express their thoughts clearly, reason logically or truthfully.”

This last quotation forms a lesson well worthy the attention of every reader, and especially teachers of elementary knowledge in the public schools of the country. To know how to read properly is an important part of our education.

Slang Words and Phrases.

A lecture recently delivered in Carlisle by the Rev. A. Brown contained the following amusing and instructive passage:—The point to which I have next to direct attention is manliness in speech. There are many young men who seem to consider it essential to manliness that they should be masters of slang. The sporting world, like its brother, the swell mob, has a language of its own; but this dog-English extends far beyond the sporting world. It comes with its hordes of barbarous words, threatening the entire extinction of genuine English. Now just listen for a moment to our fast young man, or the ape of a fast young man, who thinks that to be a man he must speak in the dark phraseology of slang. If he does anything on his own responsibility he does it on his own “hook.”—If he sees anything remarkably good he calls it a “stunner,” the superlative of which is a “regular stunner.” If a man is requested to pay a tavern bill he is asked if he will “stand Sam.” If he meets a savage-looking dog he

calls him an “ugly customer.” If he meets an eccentric man he calls him a “rummy old cove.” A sensible man is a “chap that is up to snuff.” Our young friend never scolds, but “blows up;” never pays, but “stumps up;” never finds it difficult to pay, but is “hard up;” never feels fatigued, but is “used up.” He has no hat, but shelters his head beneath “a tile.” He wears no neckcloth, but surrounds his throat with a “choker.” He lives nowhere, but there is some place where he “hangs out.” He never goes away or withdraws, but he “bolts”—he “slopes”—he “mizzles”—he “makes himself scarce”—“walks his chinks”—he “makes tracks”—he “cuts his stick”—or what is the same thing, he “cuts his lucky!”—The highest compliment you can pay him is to tell him that he is a “regular brick.” He does not profess to be brave, but he prides himself on being “plucky.” Money is a word which he has forgotten, but he talks a good deal about “tin” and “the needful” “the rhino,” and the “ready.”—

When a man speaks he "spouts"—when he holds his peace he "shuts up;" when he is humiliated he is "taken down a peg or two," and "made to sing small." Now a good deal of this slang is harmless; many of the terms are, I think very expressive; yet there is much in slang that is objectionable. For example, as Archdeacon Hare observes in one of his sermons, the word "governor", as applied to a father, is to be reprehended. I have heard a young man call his father the "reliev-

ing office-'" Does it not bet ay on the part of young men great ignorance of the paternal and filial relationship, or great contempt for them? Their father is to such young men merely a governor—merely the representative of authority. Innocently enough the expression is used by thousands of young men who venerate and love their parents; but only think of it, and I am sure that you will admit that it is a cold, heartless word when thus applied, and one that ought forthwith to be abandoned.

New Brunswick Literature.

IN THE memory of many individuals still living, there was not more than one, if any, paper published in this Province; while at the present time there are not less than twenty seven different issues from the press of New Brunswick, some of which are daily, twenty-four weekly, and three monthly distributed as follows:—

ST. JOHN.—The Courier, half a century old; the News, New Brunswicker, Freeman, Religious Intelligencer, Colonial Presbyterian, Temperance Telegraph, Church Witness, Christian Visitor, Globe, Albion, Protestant, Guardian, and Weekly Tribune.

The latter, recently issued, is conducted with ability by Messrs. Freeze & McInnis, and is devoted to Education and General News,—price 7s. 6d. per annum. We welcome this paper into the list; and, from the tone of its leading articles, we anticipate much good to arise out of its publication.

FREDERICTON.—The Royal Gazette, Head Quarters, and Reporter.

CHARLOTTE.—St. Andrew's Standard and St. Croix Herald.

CARLETON.—The Woodstock Journal, and Carleton Sentinel.

NORTHUMBERLAND.—The Miramichi Gleaner and Colonial Times.

WESTMORLAND.—The Westmor-

land Times, Borderer and Instructor.

And Kings the other day added another, the Sussex Times, to the number. This paper represents ability and business habits; and we have no doubt that it will be instrumental in turning the attention of the inhabitants of this fine County to the various sources of undeveloped wealth that lie scattered over the face of the country.

Thus, half the counties of this province are represented by a local press; and from the short intervals that elapse between the rise of one paper and that of another, and from the progress of the TIMES, we expect shortly to hear of a Kent Times, and Bay Chaleur Times.

The press is now considered the great moral and intellectual lever that moves society. If abuses exist, whether in humble cot, the densely crowded city, the courts of law, the halls of legislation, in the army, navy, or even in the Palace of Royalty,—the press thunders its anathemas, and the powers, however powerful, must succumb. The ministers of the gospel, powerful though they be for good, would do little in the diffusion of knowledge and the elevation of society were it not for the powerful aid of the press.

In all free countries, where the press is free and untrammelled, and its tone

moulded by truth and justice; we find the resources of such countries being developed and the people intelligent and moral; while in those countries where no press exists, or where the press is under heavy state restrictions, the people are living in ignorance, superstition, and idolatry; and the resources of the country, vast and varied though they be, are undeveloped.

It must be patent to every observer of the times, that the press of Great Britain, wielding as it does such power,

writes one government out of existence and another into its place whenever necessity demands it.

In a word, the press is one of the instruments that is moving the nations and changing the moral and intellectual aspect of the world. That this power should be rightly wielded and become general, should be the desire of every well-wisher to society; and that the mass of society, if they look to their own interests, should support it, is their bounden duty. Let all read is the order of the day.

A G R I C U L T U R E .

Elevation of Farmers.

OUT of one hundred and seventy-one, the number of members composing the Legislature of the State of Maine, eighty-two, nearly one-half, are farmers, and only ten are lawyers. This speaks volumes in favour of the agricultural intelligence of this State, and the appreciation of that intelligence by the mass of the people.

In the Lower Provinces of British America, the opposite prevails; here, until very recently, over one half were lawyers; and in New Brunswick at the present time, one-third are lawyers, and of the rest but very few are farmers, hence, in Maine one seven-teenth, and in N. Brunswick one-third belong to the legal profession.

The want of education and the neglect of systematic agriculture, the former, the parent of the latter, along with the want of agricultural information, are primary causes of the indifference that exists among our agricultural population as to their proper position in the scale of usefulness.

We never will advance in social and material progress until we make agriculture the first element in the scale; until farmers educate their families, and qualify them, not only to be systematic farmers, but to be good legis-

lators also. The wars that we are annually carrying on against the wilderness,—clearing immense tracts, and preparing it for tillage will not suffice to furnish the country with sufficient bread; for these lands are being cropped until every vegetable property is being extracted, and the soil rendered unfit for the production of any thing but weeds.

Every year, as it passes by, informs us that more attention will have to be given to agricultural pursuits. The interests of lawyers, lumbermen and merchants, have been our great aim heretofore; the powers of Legislature and the press of these provinces have been called into requisition in order to advance these interests, and properly so; while agriculture, which must be considered the stay of the country, has been neglected and left to take care of itself; and miserably it has done it. We could name settlements that a few years ago produced enough food for their occupants and some to spare, that now does not produce half enough food for the inhabitants; the fault is a want of system—continually drawing from the soil without imparting food for plants.

Better legislation and more skill are

wanted. We do not mean to say that legislation alone is the only means to be adopted in order to renew old and worn out farms; neither do we expect that legislation, be it ever so good, will fill the country with bread, without industry, energy, skill and the expenditure of capital. But what we do say, is, if legislation is necessary to the advancement of other pursuits in life, which will not be denied, then it must be equally so when applied to the advancement of agricultural operations.

Farmers will have to take a stand, not simply as a class, but as a profession; they will have to assume a position commensurate with the lofty nature of the pursuit, and the place that agriculture holds in the scale of the world's callings. Necessity, accompanied with a desire to elevate and render it profitable, has been the means of placing agriculture among the first occupations in other countries,

and why not let the same principles operate with regard to agricultural operations in these provinces? The large annual importations of flour into our country point us to the necessity of cultivating more systematically a portion of the fine arable land with which the country abounds.

Legislation may do a great amount of good, by encouraging agricultural societies, the manufacture of agricultural implements, and the spread of useful knowledge. But, to aid these departments efficiently, two-thirds at least, of the men composing the legislature of these provinces should be practical farmers, not men who follow fishing, lumbering, ship-building and a little of what some call farming, along with half a dozen other pursuits. No, but men who understand how to farm, and do farm properly, and one alive to its interests. Such are the men to legislate for the interests of agriculture.

Elements of Vegetable Life.

THE elements combined in the grand process of vegetation are numerous,—the principle are chemistry, geology, botany, physiology, meteorology, heat, light, and electricity.

Some soils, composed principally of sand, are very unproductive, while others composed of the same element are highly productive. The efforts of chemists to discover positively all the causes of the fertility of soils have not yet met with conclusive success. The mechanical structure of soils is of primary importance.

On naked rocks will be seen growing lichens, — the same rock crushed into coarse grains grows a much higher order of vegetable matter,—pulverize it and it will produce the various

seeds. Then again there is a great difference in the quality of the rocks scattered over the face of the earth, and of which the crust of our earth was once composed. The red sandstones possess a much larger percentage of vegetable nutriment than that of the grey sand stones,—and either of them contain a much larger proportion of fertilizing matter than the granite, gneiss, slates, etc.

However, important experiments are being made, both in the laboratory of the chemist, and in the practical operations on the farm, with a view to obtain higher results—more feed for both man and beast, with the least possible expenditure of money and physical force.

A correspondent of the *Ohio Farmer* gives it as his opinion, that the common practice of making farm animals jump over the lower rails of fences

and bars tends to make them unruly, and says that if the top bar is left up, so that they are compelled to go under it, they will never learn to jump.

SUBSTITUTE FOR HAY AND TURNIPS.—It is a subject of much importance to our farmers, especially those engaged in the dairy business, to obtain the best food for their cattle, as a substitute for hay and turnips. A correspondent, Edward Carrol, furnishes the 'Irish Agriculturist' with his experience in this department, which we condense as follows:—

"First, what shall we do for hay? Let us economize everything; and turn to account many things, hitherto either neglected, or thought to be comparatively worthless. Every particle of chaff, whether of wheat, oats, or even of barley, should be scrupulously economized and converted into food for horses and cattle. To some this advice may appear a novelty, to many others it is no such thing. During my several agricultural tours throughout the various parts of England, some years ago, I saw it a common practice to have large barns filled with the awns of barley, reserved to be coked for horse-feeding or to be out with the chaff-cutter, mixed with hay for the feeding of store-cattle.—

Some of the best conditioned store-cattle I saw were fed on the awns of barley. Such small farmers as had not stock of their own to use these awns sold them to the larger farmers. In the year 1848 I had charge of the large farming-establishment at Clongowe's Wood College, county of Kildare. We had a fine crop of mangold wurtzel to supply food for some 40 or 50 milch cows during winter and spring. By an omission, or oversight, on the part of the old steward, he let (contrary to my warnings) a hard night's frost overtake the crop in the ground, and more than three-fourths of it was rendered utterly useless for cattle-feeding in the ordinary way.—What was I to do having such a large establishment to supply with milk, then selling at 10d. and 1s. a gallon? I husbanded all the chaff of every kind in the place, I bought all the mill chaff I could find in the neigh-

borhood, built temporary cisterns in connection with an old steaming-apparatus I got repaired in the place, cooked everything I could find available, and had not only milk at 4d. to 5d per gallon, but a good supply of food for some 80 or 100 pigs in the liquid spared from the cow-feeding, and never before did the milch cows turn out in better condition in the same establishment in the month of May. I have on other occasions used half-ground or crushed barley and oats for feeding milch cows. The material was prepared as brewers and distillers prepare their malt, by what is called 'mashing' and fermenting; and increased milk was obtained from cows so fed, and they were nearly fat when turned out to the summer's grass. I lay no claim to this discovery, the merit is due to a gentleman I once met in Cork Cattle Market, who had long practiced the same himself, and, who, in giving me his opinion, observed: 'If you can malt the grain before being used, so much the better.'"

HOW MUCH HAY WILL KEEP A HORSE.—A correspondent of the *Wisconsin Farmer* states that he has found by twenty years experience that 15 lbs. of hay and 12 quarts of oat meal per day will keep a good sized horse of 1150 lbs. weight, in fine condition for farm or road work, and that by using a cutting box, one third of the hay can be saved, and replaced by an equal weight of good straw or corn-stalks. The usual estimate among farmers is that a horse will generally consume 2000 lbs. per quarter, of 13 weeks, or 22 lbs. per day. This shows how much can be saved by a judicious method of feeding, as a horse will eat considerably more than is necessary for his well being.

CREAM.—A practice originating in Connecticut, for obtaining the largest quantity of cream from milk, is meeting the approbation of many sensible

dairy women. New milk is strained into common pans, and after standing twelve hours is carefully placed over a kettle of warm water, and brought as nearly as possible to the temperature of new milk. It is then set away twelve hours more, when it is ready to skim. Nearly double the cream can be obtained than from any other process with which we are acquainted.

HOW TO TEST THE QUALITY OF WOOL.—The *Texas State Gazette* says:—"Take a lock of wool from the sheep's back and place it upon an inch rule. If you can count from 30 to 33 of the spirals or folds in the space of an inch, it equals in quality the finest quality of Saxony wool grown. Of course, when the number of spirals to the inch diminishes, the quality of the wool becomes relatively inferior.—Many tests have been tried, but this is considered the simplest and best.—Cotswold wool and some other inferior wools do not measure nine spirals to the inch. With this test, every farmer has in his possession a knowledge which will enable him to form a correct judgment of the quality of all kinds of wool. There are some coarse wools, which experienced wool-growers do not rank as wool, but as hair, on account of the hardness or straightness of the fiber."

CHARCOAL FOR SWINE.—It is not, perhaps, generally known, that one of the best articles that can be given to swine, while in preparation for the tub, is common charcoal. The nutritive properties are so great that they have subsisted on it, without other food, for weeks together. Geese confined so as to deprive them of motion, and fattened on three grains of corn per day, and as much coal as they can devour, have become fattened in eight days. The hog eats voraciously after a little time, and is never sick while he has a good supply.

MANAGING AND FEEDING WORKING

OXEN.—Oxen working on a stone-drag, on the foot of a plow, on the sled-tongue, cart spire, or twitching stones or timber, should carry their heads up, as this enables them to do this work much easier; those that work as leaders, forward of other oxen, should carry their heads low, and have the yoke the right length, let the bows suit the neck; the yoke and bows to the leaders should set a little snugger than the nib oxen.—Never use the whip but from necessity. When about to strike the young steer or ox, ask yourself, "Will he know what I strike him for?" Let each ox have a name, and be sure he knows his name. Never speak a word to an ox without meaning; have a particular word to start your team by, that all may pull together. Never hurry your team while riding behind them, lest they learn to haul apart.—Oxen should be shod with a broad shoe, to travel on hard roads; the shoe on the fore-foot should set back at the heel, nearly half an inch further than the hoof bears upon it. Oxen are frequently lamed by reason of short shoes. The best feed for oxen at hard work, is to give to each two quarts of meal, wet mixed with good chopped hay, three times a day, and as much hay as he will eat; this is the highest feed working oxen ought to have, and on this they will work every day.—*Yankee Farmer.*

EARLY VEGETABLES.—Many farmers are deterred from attempting to produce very early vegetables, by an erroneous idea that the making of a hot-bed is a complicated and difficult operation while it is just as simple as making a hill of corn. Every man who has a garden of whatever size, he will once try the experiment of making a hot-bed, will, we venture predict, find the task so easy and the result so satisfactory that he will never forego the luxury afterward. All that is necessary is to make a pile of horse manure 2½ feet deep, with the

top level or sloping a little to the South, then set a rough frame made of four boards nailed together at the corners upon the bed of manure, fill the frame with 6 inches of garden soil and cover with a window of gla.s. Any old window will answer the purpose, but it is better to have the bars of the sash run only one way, and to have the glass laid in the manner of shingles.

The best plants to force are tomatoes and cabbages which may be transplanted from the hot-bed to the open ground without any trouble. We have removed tomatoes when they were in blossom, and had them all live. If melons or cucumbers are forced, they should be planted in flower-pots, and in transplanting them you turn the pot over upon your open hand and give it a gentle thump, when the earth comes out in a solid lump and the roots are not disturbed in the least. While the plants are growing, they should be watered frequently, and in warm days the sash should be raised a few inches to give the plants air. We have found the growing of plants under glass, from a small hot bed, 4 feet by 6, up to a large grapery for raising the black Hamburg and Frontignac grapes, the most satisfactory of all horticultural operations.

Having the control of the climate both in heat and moisture, the plants can be made to grow with vigor which they rarely if ever exhibit in the open air. A hot-bed should be made from four to six weeks before the time for planting corn.—*Scientific American.*

WHY YOUNG MEN LEAVE THE FARM.—ACER, in the *Country Gentleman* justly says: "The reason why so many young men at school acquire an aversion to labor, is, because the practical application of knowledge is not taught in the schools. They learn only abstractions." He instances a neighbor's son who had learned at the Academy all about surveying—only he did not know practically how to measure a ten acre lot, but could do it on paper.

UNHEALTHINESS OF ARTIFICIAL MANURES.—A correspondent of the *Mark Lane Express* thinks the prevalence of disease among turnips last season, in England, is due to the overdoses of guano and other artificial manures, given to the soil in order to stimulate it to increased production. He also cites the expressed opinion of several practical farmers of the injurious effects of such roots upon sheep and cattle when fed on them.

MISCELLANEOUS.

THE INSTRUCTOR.—We have the testimony of many of our readers that the Instructor is highly appreciated. One correspondent informs us that there were several families in his neighborhood that "never took a paper of any kind, previous to the issue of the Instructor, and now your Magazine is eagerly sought for." This is encouraging, and did modesty permit, we could give numerous extracts from private letters highly appreciating our Magazine. The recent large additions to our subscription list also testify

that our efforts are not in vain. Unlike a weekly news paper, it is convenient to preserve, and is always on hand for reference. We intend in future to devote more attention to Agriculture than heretofore; and hope to make the Instructor worthy of the countenance and support of our readers, and a paper that you will not be ashamed to recommend to your friends. The price is low and within the reach of the poorest family in the country.

We feel much obliged to the press

generally for the good things they are "in the habit" of saying about us.

Our old and much esteemed friend the *Courier*, says:—

"We cordially welcome the first number of Mr. Alexander Munro's new periodical, 'The Instructor,' devoted to Education, Agriculture, and general Intelligence,—a continuation of the Parish School Advocate, &c.,—and to award it the meed of our approbation. We have hitherto noticed the claims of Mr. Munro to public support; and in the number before us, his character for ability and industry is fully sustained, and we consider it a valuable contribution to our provincial literature, and one well fitted to extend the reputation of the author."

NEW BRUNSWICK UNIVERSITY.—

After affording a number of political aspirants, whose cry was,—“destry it—destry it,” a door of entrance into the legislature; and after expending £70,000 by way of endowment, and several thousands in legislation, and making half a score of appeals to the British Government,—Kings College is to be converted into a UNIVERSITY; the Imperial Government, after six months delay, has sanctioned the Bill.

And now, whether this Province will have, at least during this generation, a thorough University to which all denominations of our youth will look for a collegiate education, is a question which time alone will answer.

However, in the initiatory steps, much will depend upon the government in bringing about so desirable an object as the establishment of a Provincial University. Old, and we fear long seated prejudices will have to be removed, and the public mind require to be educated into the necessity of aiding in its reconstruction and establishment.

We fear that denominational institutions of education have got so firm a hold upon the public mind that it will be next to impossible to direct public

opinion past the door of sectarian institutions to Fredericton, the seat of our Provincial University. When we consider a small population, say 225,000 scattered over 20,000,000 acres of country, with a number of educational academies, all largely endowed by the Province, and the increasing tendency of each denomination to keep its youth within its own academic walls, we do fear, that a long time will elapse before New Brunswick will have an efficient and well attended University such as we would like to see established in our midst.

OLD AND NEW FASHIONED WINTERS.—The other day we had a little conversation with *tha*: intelligent, though eccentric old gentleman, known as *the oldest inhabitant*, about matters as they used to be.

He said:—“Mr. —, as long ago as I can remember snow fell in Nova Scotia to the depth of five feet, and generally lay on the ground without much abatement till the last of April. There is a great difference between the winters of eighty years ago and those we have now times. Yes, I may say, the winters of fifty years ago were much severer than the winters we have had for the last ten years.”

Our aged friend related many of the difficulties and hardships underwent by the early settlers of the country, and the difficulty of procuring the necessaries of life; for according to his story, they had no luxuries.

He continued, “I would like before I die to see one of the old fashioned winters such as we used to have when I was a boy; it appears to me that everything we sowed and planted used to produce double the amount it does in these years; the deep snows seemed to help the crops; but people don't work now-a-days as hard as they did in old times, besides they crop the soil to death. The people are all a-going in consumption now, while in old times they died with old age.

I believe this country has shifted its

position and gone south, for we have got nearly all the diseases peculiar to southern climates,—and depend upon it the way things are going on, we will soon have a tropical climate.—When I was a little fellow the ice along the shores of the straits of Northumberland remained a firm and safe highway for teams from early in the fall to about the twentieth of April; and now (1860) it's off on the twentieth of March, and the spring birds are singing, and the farmers are sowing their grain. In a word Mr. — these are not winters at all, you know nothing about winters in Westmorland, such as winters used to be eighty years ago, when I was a little boy; you cannot call one foot of snow—and you seldom have more than two,—winter."

Here we attempted to show our friend that eighty years back is a long time ago, and his memory may have become so impaired as to have forgotten the character of the winters of his childhood,—and that there may have been some mild winters in those times as well as at the present, but he says,—“All winters in old times were longer and colder than at present, and the snow fell more than twice as deep.” We also showed that the clearing the forests of timber, letting in the Atlantic breeze upon the country, has a tendency to mitigate the severity of the climate, and may account for the supposed approaches we are making towards a tropical region.

“Now Mr. —, let me tell you,—seventy years ago, if I am not mistaken, and I think I am not, the only mail in the Lower Provinces was that from Halifax to St. John, which was carried on the back of a man; in fact a man on snow shoes, with five or six feet of snow between his feet and *terra firma*, was emphatically the winter Mail Coach between the Nova Scotia and New Brunswick Capitals; and if the boys went a courting in the winter evenings, for they would court

the girls, it was on snow shoes. I say Mr. —, I like old names better than new ones;—we used to call old people men and women, and young people boys and girls; but these mild winters have produced wonderful changes;—ladies and gentlemen is now the order of the day. All I wish is, that New Brunswick would just slide back to its old place and let us have one of those old four score years ago winters again, when Yankee stoves would be sent back to where they came from, and we betake ourselves to the old fashioned fireplaces, and have some of the hearty food we used to eat in those days. Dyspepsia was unknown during the times of our old fashioned winters.”

POST OFFICE DEPARTMENT, NEW BRUNSWICK.—Through the continued blundering of this department we, along with others, have been subjected to burdens, “grovous to bear.”

When we commenced the publication of the ‘Parish School Advocate,’ little did we anticipate being subjected to a postage on each copy. And when we petitioned the Post Master General to have it abolished, it was nearly a month and a half before we received an answer, and that by the chief clerk, whose apology was, that the Post Master General had not been in the office.

Such is the way that the sinecure Lords of New Brunswick do;—enter their offices, once in a month or two, and with a dash of the pen say to one, you must pay; and to another, you go free.

Weekly papers were, and properly so, allowed to pass free of postage, while all monthlies were subjected to a half-penny on each copy. This is dealing out even handed justice with a vengeance.

NOTES BY THE WAY.—Having just returned from a journey through a part of New Brunswick, and on looking at our Note Book, we find refer-

ence made to the "State of School Houses" along our path, some of which are a disgrace to civilization.— We only saw one decent school house in one hundred miles of country, which is situate at NORTH RIVER, Westmorland. Here, the inhabitants, half a dozen families, are erecting, to their credit be it said, a neat and commodious school house with all the appurtenances attached, and on an improved plan.

But to find a contrast, it is only necessary to refer to the two school houses standing in the midst of the village at Sussex Vale.—in the midst of neat churches, dwelling houses and stores, and comfortable barns, and a wealthy country.

If these school houses were not quite so large, or if the Mechanics' Institute, St. John, was a little larger, we would suggest the propriety of placing them therein, as relics of very, very old times.

SUPERINTENDENT OF EDUCATION, NEW BRUNSWICK.—Henry Fisher, Esq., Chief Superintendent of Schools for New Brunswick, has passed from among the living.

As an educationist Mr. Fisher was deficient in Scholastic attainments, but possessed a high degree of energy, industry and perseverance, qualities which went far to supply other deficiencies. In his demise the community has lost a useful member, christianity a friend, and his family its chief head.

His successor in the Educational Department is JOHN BENNET, Esq. It is said that Mr. Bennet was for years a teacher of a Superior School, and for the last two or three years has occupied the position of Inspector of Schools for the Northern Counties of this Province. His antecedents therefore, are favorable to his fulfilling the duties of his new office in a satisfactory manner.

Mr. Bennet's report of the state of the Schools of his district for the year 1858 is an admirable one, it speaks

volumes in his favour; we published it in the Parish School Advocate of last year, to which our readers would do well to refer.

THOMAS W. WOOD, Esq., takes Mr. Bennet's place as Inspector of Schools for the Northern Counties. Mr. Wood is a good scholar and has spent the principle part of his life as an instructor of youth, and therefore, is well qualified for his new position.

THE CHARLOTTE TEACHERS' INSTITUTE will hold its next meeting at St. George, on the last Thursday in May next. Much good is expected to result to education from this Institute; it embraces a large number of well-informed teachers who are desirous of elevating the profession and making the teachers vocation more highly respected by the public.

AMHERST FEMALE SEMINARY.— We beg to direct public attention to this useful and efficient Institution, an extended notice of which has appeared on the last leaf of the cover of the Parish School Advocate for several months past; and to which we refer our readers for more full information respecting the Teachers, Subjects taught, Terms, and other useful information connected therewith.

MADAGASCAR.—This Island, lying off the south-eastern coast of Africa, is larger than the whole of England, Scotland and Ireland, and contains over three millions of inhabitants.

For the last twenty years, in consequence of some commercial difficulties arising out of an alleged encroachments by foreign traders, has been in a state of entire inhibition. However, the way is now opened up; missionaries have recently visited this country, acquired a knowledge of their strange and conflicting language, arranged its grammar, prepared elementary books, translated the Scriptures, and have taught about ten thousand of the natives to read, and some of them to write, and many of them have embraced christianity.

AMHERST FEMALE SEMINARY.

PRINCIPALS,
Mrs. C. E. RATCHFORD and Miss YATES.

TERMS :

BOARD AND WASHING (white dresses excepted), with instruction in Reading, Writing, Arithmetic, Use of the Globes, Ancient and Modern Geography, Ancient and Modern History, Grammar, and Rhetoric, Natural and Mental Philosophy, Astronomy, Botany and English Composition—£30 per Academical Year.

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Piano or Spanish Quiter,....Three Lessons per week, £2 per quarter, or half term.
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Five Lessons per week.....£1 10s. per quarter, or half term.

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Three Lessons per week,.....£1 10s. per quarter, or half term.

Instruction is also given in the following branches, viz—Oriental Painting, Wax Flowers, Feather Flowers, Fancy Wool Work, Chenille Flowers, Ornamental Hair Work, &c.

Bills payable quarterly in advance.

There are two Terms per year. The Winter Term commences 5th January, and ends 31st May. The Summer Term begins 1st August and ends 24th December. The intermediate Quarters or Half Terms commence 13th October and 20th March. Pupils will also be received at any time, and charged only from date of entrance.

The French Department is under the care of Madame Eugenie Jeanpert, recently from Paris, who teaches on the Ollendorff system, and also gives lessons in Music. Daily conversation in French is insisted on.

Five other ladies are employed in the English Department, Music, Drawing, Painting, Italian, Botany, &c.

No pains will be spared to promote the health of the Boarders by proper exercise and those young ladies whose parents wish them to ride, are allowed the use of a quiet saddle horse.

Each young lady is required to bring with her one pair of sheets, one pair of pillowslips, six towels, and four table napkins, marked with her name; and pupils remaining in the Seminary during the vacations, will be charged Twelve Shillings and six pence per week for Board and Washing.

There are six Pianos in the Establishment, and Pupils boarding in the vicinity, will be charged Five Shillings per Quarter for the use of an instrument to practice

Any Books or Stationery which may be required, can be supplied by Mr. Ratchford, at Halifax prices.

The Seminary is situated within a few minutes walk of four different places of public worship, and near to the Telegraph Station and Post Office.

Three months notice required, under ordinary circumstances, before the removal of pupil.

AMHERST, 1860.

C. E. RATCHFORD.

REFERENCES.—The Lord Bishop of Nova Scotia, the Hon. Judge Stewart, C. B., Thomas A. S. DeWolfe, Esq., Halifax; Rev. George Townsend, A. M., Rev. Alexander Clark, D. D., Amherst; Rev. Charles Tupper, D. D., Aylesford; Rev. Charles Elliott, A. B., A. P. Ross, Esq., Pictou; Harry King, Esq., D. C. L., Windsor; Rev. John Frances; Rev. E. B. Demill, A. M., John McGrath, Esq., St. John. Hon. John R. Partelow, Fredericton.